



Pupil premium strategy statement

1. Summary information					
School	St Maria Goretti Catholic Academy				
Academic Year	2019/2020	Total PP budget	£125,400	Date of most recent PP Review	
Total number of pupils	234	Number of pupils eligible for PP	95	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving National Standard or above in reading, writing & maths	53%	65%
% achieving National Standard in reading	66%	73%
% achieving National Standard in writing	60%	78%
% achieving National Standard in maths	73%	79%
% achieving expected standard in EGPS	66%	78%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low attaining starting point (EYFS 100% 8-20 months, KS1 and KS2 RAP intervention required)
B.	Limited vocabulary: English – key vocabulary and application of skills in writing (KS1 and KS2 RAP intervention required)
C.	Support for pupils' mental health and well-being (Outdoor nurture, Forest School, Breakfast Club, individual/group nurture support-barriers to

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Limited access to extra-curricular activities, attendance, parental engagement, nurture, attachment.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To <u>raise pupil attainment</u> and diminish the difference between their peers- particularly in English (Reading, Writing and vocabulary acquisition)	Increase in attainment in reading and writing – end of key stage Increase in class by class percentages in PP pupils achieving combined attainment.
B.	To <u>accelerate progress</u> in English particularly in spelling, grammar and reading comprehension.	100% progress Increase in class by class percentages in PP pupils achieving combined attainment: EYFS GLD, KS1 and KS2 combined attainment.
C.	To increase access to English related family learning and increase the percentage of pupils who are home reading. parent participation. (Family links and Watch Me Learn days and Read With Me in the EYFS.)	55% of pupils reading regularly at home. Increased attendance, progress and attainment as a direct result of increased access to family and adult learning.
D.	To increase opportunities for PP pupils to access extra-curricular activities. (particularly potential more able pupils) Identify with subject leader.	100% of PP pupils accessing clubs An increase in PP pupils at greater depth

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<u>Increased Combined attainment</u> in all classes for GLD, Reading, Writing and Maths at the end of KS1, Y4 and KS2.	Regular progress meetings to discuss DC-Pro tracking system updates and review RAPs and PP plans to secure combined attainment. Regular PP team meetings to review IMPACT	Although pupils make accelerated progress the gap remains. Pupils enter the Early Years Foundation Stage below age related expectations. KS2 pupils to leave KS2 in line or above their national peers.	<ul style="list-style-type: none"> Phase PP plans Lesson Observation feedback CPD- coaching and feedback Termly IMPACT reports and half termly monitoring of impact. 	Principal Assistant Headteacher Phase leaders Class teachers PP SLE	Half termly data progress discussions. Discussions with pupils. Evaluation and progress measures towards targets and the School Development Plan.

<p><u>Increased percentages of pupils making accelerated progress in ALL areas of the curriculum. (With a particular focus on more able PP pupils)</u></p>	<p>Analysis of all curriculum areas – identification of gifts and talents- appropriate extra curricular support provided.</p> <p>Analysis of Foundation curriculum progress and attainment.</p> <p>Subject leader monitoring of PP progress and attainment.</p>	<p>Ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. Provide the opportunities to stretch and encouragement for these pupils across all foundation subjects. (Potential more able PP pupils.)</p>	<ul style="list-style-type: none"> • Curriculum planning focuses on pupil led learning. • Key vocabulary focus in all lessons • Curriculum clinics led by the curriculum leader. 	<p>Principal Assistant Headteacher Subject leaders Class teachers PP SLE (New PP team.)</p>	<p>Half termly data progress discussions. Discussions with pupils. Evaluation and progress measures towards targets and the School Development Plan. Curriculum planning scrutiny. Curriculum subject leader clinics- progress towards targets/action plan supported by PP progress data.</p>
<p>i. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<u>Increased Combined attainment</u> in all classes for GLD, Reading, Writing and Maths at the end of KS1, Y4 and KS2. (Particular focus on language and reading)	High quality questioning Purchase of additional reading resources. Incentives for home reading and parental engagement.	Although pupils make accelerated progress the gap remains. Pupils enter the Early Years Foundation Stage below age related expectations. KS2 pupils to leave KS2 in line or above their national peers.	English strategic lead monitoring Impact overseen by English leader	PP SLE Principal Assistant Headteacher	Half Termly Weekly drop ins Lesson observations Data tracking of progress/attainment Half termly data progress discussions. Discussions with pupils.
Higher rates of progress across EYFS, KS1 and KS2 for high attaining pupils eligible for PP	Subject leaders to identify potential higher attaining children to attend extra clubs/or tuition	Additional support to maintain high attainment. Curriculum all subjects attainment data.	Analysis of data to target potential pupils	SLT	Termly data progress discussions.
ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To increase access to family learning and parent participation within the curriculum through launch and landing days.</p>	<p>Family learning sessions. Curriculum days with a view to increasing parent engagement.</p>	<p>Previous Pupil Premium impact reports and a case study show that this has directly impacted upon pupil progress and attainment. Feedback from watch me learn sessions indicate parents desire for regular opportunities to learn with pupils.</p>	<p>Individual funding tracked termly.</p>	<p>PP SLE Principal Home School Link Worker (HSLW) Learning Mentor and Pupil Support Worker.</p>	<p>Termly IMPACT reports. Weekly drop ins and feedback from HSLW, Learning mentor and Pupil Support Worker.</p>
<p>100% of PP pupils accessing clubs A direct impact upon the outcomes of individual PP pupils who excel in ALL areas of the curriculum.</p>	<p>Discussions with pupils re: interest for current timetable.</p>	<p>Currently a number of PP pupils do not access extra curricular activities.</p>	<p>Monitor through the individual PP plans and termly extended services report.</p>	<p>Extended services lead. Principal</p>	<p>Extended services data.</p>
Total budgeted cost					£128,040

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Actions to date:

- One to one counselling sessions.
- Attendance clinics/late gates and individual family support.
- Daily access to breakfast club.
- Sparkles parent course
- Forest school and outdoor nurture
- Early helps.
- Support of Senior Family Support Officer
- In EYFS- KOFI group, language programs, shape and measures targeted group, parent workshops, EAL targeted support and ESB.
- In KS1- maths booster group, additional spelling and grammar groups, daily intervention, one to one counselling, support with uniform, EAL targeted support in science and grammar, access to dance club, Young Voices, magic breakfast and ESB.
- In KS2- Social Use of Language program, writing, maths, spelling and grammar boosters, one to one counselling, support with uniform, dance, choir and young voices, outdoor nurture, forest school and magic breakfast.